APPRAISAL OF SECURITYAND SAFETY MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

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ABSTRACT

This study was on appraisal of security and safety management in public secondary schools in Enugu State. Two research questions guided the study. The study employed a descriptive survey design. The study was carried out in public secondary schools in Enugu State. Two instruments were used for data collection in the study namely, Check list and Questionnaire on Safety and Security Management in Public Secondary Schools. A sample size of 351 respondents was used for the study. This sample was drawn using multi stage sampling technique. Research questions 1 & 2 were answered using frequency and percentage while research question 3 was answered using mean and standard deviation. Results obtained from the study showed that the security devices for improving security in public secondary schools are not generally available, the emergency responses plans for managing safety threats in public secondary schools in Enugu State are not adequately available, the respondents agreed on the adequacy of all the 9 items on security measures that should be adopted in managing school plants.In line with the findings of the study, the educational implications of the findings were highlighted and the recommendations were equally proffered among others that school management should provide clear and appropriate measures for managing safety and security of school plants.This could be achieved through seminars and workshops for school principals and teachers in secondary schools and provision of intervention funds by the government to school management.

Keywords: Security; safety; school management; secondary school.

1. INTRODUCTION

The management of safety and security is paramount to the effective management of schools. It is an issue that has attracted a great deal of attention and concern from learners, educators, teachers, parents, and the public at large. Management is viewed as the coordination of all the resources of an organization, through the process of planning, organizing, directing and controlling in order to attain organizational goal (Ogunu, 2009). Management is a vital function of school administration. The school principal has to plan, organize, direct, control and evaluate the staff and material resources to achieve the objectives of the school.

Management involves a sequence of coordinated events such as planning, organizing, coordinating and controlling in order to use available resources to achieve desired outcome in the fastest and most effective way. Graffin (2003) sees management as a set of functions directed at the efficient and effective utilization of resources in the pursuit of organizational goals. In school, management is the identification of the organizations objectives, mobilizing the people and material resources such as funds, equipment and facilities in the school to achieve school objectives

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(Oboegbulem, 2011). The Education Board with the school manager have multiplicity of functions to perform. They must be concerned with quality instruction as well as the maintenance of safety and security in the school. Musibau and Isaac (2010) states that the school principals should work to make school experience to be humanized so that students feel valued and motivated to learn and achieve. They further said that the principal has to work for the school environment to be improved so that teachers feel confident, respected and safe. This is what provides a well-managed school with a good social climate. A well-managed school begins with thorough advanced planning by the head of the school and the teachers, to ensure proper learning environment, safety and security needs of the students and staff.

School safety is the protection that the school should give to the stakeholders within the school, be it learners, educators and managers from crime and accidents, by means of well-drawn policies which should be well managed (Trump, 2010). The school is an organisation that needs to have planned safety rules and regulations to protect its components so that the culture of learning and teaching is enhanced. According to Carter (2001) school safety management refers to strategies and procedures required to co-ordinate the diverse activities of the institution. One of the school managers important duties is to ensure that the safety programme is implemented and the necessary steps are taken when situation arise which could be potentially dangerous (Bucher and Manning, 2005). School Management should also be able to manage school safety as one of its priorities and to ensure that there is adequate security in the school environment. Managing school safety and ensuring security should also be by means of policies and programmes which will embrace all stakeholders.

Security is the degree of protection against danger, damage, loss and crime (Devine and Cohen, 2007). Morrison (2007) addresses security as a form of protection where a separation is created between the assets and threat. Security is the precaution taken to safeguard an environment from an impending danger or injury. It is a measure taken to prevent danger and threat. There are measures taken to make the school environment safe. A place where there is security is a place of safety (Trump, 2010). The indication of a secure school is the existence and execution of planned policies which are well-drawn policies of the protection that should be given to the stakeholders within the school, be it learners, teacher or school mangers. According to Cox, Bynum and Davidson (2010), they are the strategies and procedures required to coordinate the diverse activities of the school. Most parents and learners say that security measures in schools give them the feeling of protection (Peterson

and Skaba, 2001). It is indeed safer for them because school is meant to be an environment conducive for teaching and learning if security is ensured and safety is well managed.

Like all other activities in the school, Morrison (2007) noted that the safety and security of learners cannot be dealt with separately for specific occasions or purposes on an adhoc basis. It should be managed and be interwoven with all routine of school administration functions. The safety for learners should be complied with safety for teachers because they also tend to be victimized by those learners in school.

The management of safety and security in school is also the duty of the government at all levels in Nigeria. This is because education is primarily a government affair for the benefits of her citizens. It is states and communities, as well as public and private organizations of all kinds, that establish schools and colleges, develop curricula, and determine requirements for enrollment and graduation (Green, 1999). The structure of education finance in Nigeria reflects this predominant state and community roles. According to Ogunu (2009), government can ensure the safety and security of school through employment of personnel that will take charge of safety and security in schools, organising periodic workshops on safety and security issues for school administrators, mobilising civil society organisations to become active members of the school community police, provision/financing the procurement of safety and security equipment. That means the Federal contribution to elementary and secondary education is about 8 percent, which includes funds not only from the Department of Education (ED) but also from other Federal agencies, such as the Department of Health and Human Services' Head Start program and the Department of Agriculture's School Lunch program. According to Carter (2001) school safety requires a broad-based effort by the entire community, including government, students, parents, law enforcement agencies, businesses, and faith-based organizations, among others. Carter stated that the government can help to ensure safe school by organizing periodic threat assessment in schools, creating school-wide prevention and intervention strategies, making school policies and legal issues supporting safe schools, implementing ongoing staff development to enhance safe schools ensuring quality school facilities and security technologies, fostering school, family, and community involvement and acquiring resources to enhance and sustain a safe learning environment. By adopting these comprehensive approaches to addressing school safety which focuses on prevention, intervention, and response, government can increase the safety and security of students.

School is expected to be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. According to Ontario Code of Conduct, (2001), all students, parents, teachers and staff have right to be safe and feel safe in their school community but safety and security within the schools has become a problem; learners and educators are exposed to different forms of danger. School violence has become a pressing educational issue. Gangsters, criminals and even dropouts interrupt the school programmes and it is unsafe for the learners and educators. Many secondary schools are without proper physical safety facilities, like fences, buildings and playground and these pose safety problems.

Recognizing the safety problem, it is apparent that there is a deep-rooted culture of security threats in schools that has been cultivated in different ways over many years, thus making schools unsafe and insecure (Prinsloo, 2005). Certain cases exist to illustrate this. For example, it has been reported that a school pupil was robbed and killed by a fellow pupil while a teacher was robbed at gun point in front of a class (Ken, 2008). Another case was that a gang of four girls going around with knives have been robbing their school mates of their money as they get off taxis and buses (Kotlolo and Ratsatsi, 2009). Chris (2012) posited that in France some learners went to school armed putting the teachers and their fellow learners into fear. It has also been reported that a school security guard was killed in cold blood by two robbers who robbed in their school, Hosken and Barley, (2009) reported a case where the Police is searching for a student who shot their school principal and injured a 12-year old student standing by him. A senior secondary student at Zama Zulu died after bearing accidental shot with his father's gun by a friend in front of the class (Mastisa, 2011). Dewet (2007) reported that a student in South Africa was whipped to the point of losing consciousness and another student punched in the face by a teacher. These are just few cases of security mishaps in secondary schools outside Nigeria.

The issue of unsafe school environment is the same anywhere. Maduagwu (2006) reported that in one of the secondary schools in Nigeria, a female teacher cut the hair of a female student after repeated warnings. The father came into the school and ordered his boys that the hair of the married female teacher should be shaved and that was done uninterruptedly by the security officer. Monkwe (2011) also reported of a 14 year old boy who was shot on the shoulder during misunderstanding involving two secondary students.

In Enugu State, the story of unsafe school environment is the same. According to Onochie (2013), a clash sometime ensued between the students of Government College and Command Secondary School both in Enugu State. As a result of the clash, 15 students were seriously injured while properties worth millions of naira were destroyed. One will ask; where were the security personnel? How were the students able to get machetes and other weapons for the clash? This indicates the security lapses which are found in most of the public secondary schools in Enugu State. Based on all these incidences of insecurity and unsafe school environment, schools should put some safety and security measures to ensure that school environment is safe for learning. Tagbo (2015) emphasised the need for school managements to recognize that their schools and students are potential targets for acts of terrorism. The bombing of schools in some northern parts of Nigeria by members of the Boko Haram sect and Fulani Herdsmen attacks in some parts of Enugu State have shown acts of domestic terrorism in the history of Nigeria. Another thing is that schools are focal points of the community; they host athletic, even recreational activities and programs. Hundreds of non-students utilize the resources provided to the community by school. As school welcomes the community to use the building and facilities, that can be a potential target for those who wish to do harm.

A circumspect analysis of the mentioned incidents indicates that schools are not safe and secured and that the perpetrators of violence in school come from within and outside schools (Masitsa, 2016). They include learners, parents of learners and gangs or individuals from communities. They target learners, educators and principal's security guards and learners' parents. These incidents indicate the ease with which learners can go to school armed and how schools are easily accessed by unsafe elements (Monkwe, 2011). What is common about these incidents is that they all occur during school hours, which highlights the vulnerability of schools to safety threatening incidents. Thro (2006) holds the view that if learners are subjected to physical violence, to bullying and intimidation and a culture of illegal drugs, effective learning cannot take place. Trump (2010) warns that if learners do not feel safe to learn and teachers do not feel safe to teach, the focus shifts from academic task to discipline and personal safety.

Research has shown that when examining the causes of school security threats, it is important to take into account the school climate. Merrow (2004) posits that schools that have positive school climate have been associated with fewer behavioural and emotional problems for students. Additionally, specific research on school climate indicates that a positive supportive; culturally conscious school climate can significantly shape the degree of academic success in schools (Trump, 2010). Furthermore, Mac Envoy and Welker,

(2014) posit that where the school climate is not positive, there will be many threats which will adversely affect the academic work of the school. Many researchers like Khoury, Astor and Zena (2005) have tried to identify some of these security threats which can disrupt the school programmes. They maintained that demographic factors such as school sizes, level of poverty, neighbourhood crimes and school locations can give birth to many threats in the school community. Mastisa (2011) stated that school crime is more apparent in large schools than in smaller schools. According to Xaba (2015) school location also impinges on school safety; schools located at the heart of the cities are more prone to violence than schools in isolated areas. They also stated that the endemic crimes and crises in the cities sometimes spill into the schools. Also, drug dealers see schools as untapped market for their business by selling drugs to learners, thus making advantage of their curiosity and immaturity (Yell and Rozalski, 2005).

There are different types of security threats which teachers, managers and parents are faced with in secondary schools, some of which includes vandalism, terrorism, extortion, fighting, cybercrime, bombing and bomb threats and kidnapping. According to Bucher and Manning (2003) these threats need to be addressed by all stakeholders in education including other organisations and government department. These are school bullying which can take variety of forms. Some are direct and physical such as hitting, stripping, taking belongings; some are direct and verbal such as name calling and taunts. The problem bullying needs the attention of both teachers and parents.

Further adding to the vulnerability is the improper location of school of buildings. Inadequacies in the structure and lack of preventive measures can have disastrous consequences in events like earth quake. School security threats are more common when there is no proper management of physical environment of the school, many hazards are bound to occur which can harm any member of the school community. According to Maduagwu (2006) such unsafe condition emanates from dilapidated school buildings, outlived flowers with wild branches, bushes around the school, broken class room floors, damaged school laboratory equipment. The safety of staff, students, and every member of the school community has become an issue of concern which need to be addressed. The current body of literature (DeWet 2003, Netshitahaime and Van, 2002) reveal that for the schools to be a safe environment, schools should have safety programmes and strategies and those preventive strategies should be implemented by all relevant authorities. DeWet (2003) maintains that the availability of drugs and alcohol are seen as the most causes of violence in the public

secondary schools. DeWet further stated that for learners to overcome such security threats, the co-operation of teachers, government, law enforcement agencies and community is required. DeWet (2003) stated that creating safe school environment involves designing various safety awareness programmes and strategies as well as mobility school support networks. Principals ought to have knowledge and understanding of relevant legislation and also have the skills to implement those legislations and policy.

To help create a safe, attractive and secure school environment, Tagbo (2015) posits that schools have to enhance the physical security The school has to develop some security devices and plans, by training staff and implement systems such as video surveillance cameras, physical access controls and paging and radio systems. According to Trump (2010), to ensure safe school compounds by, placing cameras throughout the school buildings and possibly video tape recorders will allow personnel to see films of anyone within the area and that will be of great advantage to monitor the school environment. There should also be computer assisted design program in 3-D that can map how many people that are in a room or at a particular location.

Another security device is the access control device. According to Xaba (2015), the device helps to prevent unauthorised access to school building, enables remotely controlled lockdown to isolate safety incident and reduces personnel requirements for monitoring. One other security device is the incident response device which provides communications interoperability among people using any analogue or digital radio system. This consolidates all information relating to an incident. More still, there are other security devices which can be used to ensure safety and security in the school environment. These are self-defence network, mobility and wireless unified communication, digital signage, smart connected buildings, desktop video, notification services and visitor management system.

Promoting and providing a supportive learning environment in which all learners and every member of school community are expected to feel safe is an essential function of all schools. There appear to be security threats across secondary schools in several places including Enugu state with attendant emergencies. There is also evidence that adequate measures have not been put in place to check the threats. These create the need to explore ways of improving on security and safety management in secondary schools with a view of making the environment more conducive for teaching and learning.

1.1 Purpose of the Study

The main purpose of the study is on improving the security management in public secondary schools in Enugu State. Specifically, the study will:

1. Ascertain the security devices available for effective security management in public secondary schools;
2. Determine available emergency response plans for combating safety threats in public secondary schools in Enugu State;
3. Find out measures to be adopted in managing security of school plants in public secondary schools in Enugu State.

1.2 Scope of the Study

The study is on measures for improving safety and security management in schools, as well as security devices available for effective management of security operations. Geographically, the study was carried out in Enugu state, Nigeria.

1.3 Research Questions

The following research questions have been formulated to guide the study:

1. What are the security devices available for effective security improvement in public secondary school in Enugu State?
2. What are the available emergency response plans for managing safety threats in public secondary schools in Enugu State?
3. What security measures should be adopted in managing school plants in public secondary schools in Enugu State?

2. METHODS

2.1 Design of the Study

In this study a survey design was adopted.

2.2 Population of the Study

The target population for this study is 7,602, made up of 328 principals and 7274 teachers from all the 328 public secondary schools in Enugu state.

2.3 Sample and Sampling Technique

The sample of this study consists of 351 respondents, made up of 25 school principals and 326 teachers, which was drawn from public secondary schools in Enugu State through multi-stage sampling technique as

followings; simple random sampling technique was used to drawn 2 education zones out of the six education zones in Enugu State Nigeria. Secondarily, simple random sampling technique was used to also drawn 2 Local Government Areas each from the two sampled education zones making a total of 4 Local government areas for the study. Thirdly, purposive sampling technique was used to select schools that have existed for more than ten years. The choice of using schools that have existed for more than ten year is to ensure the use of schools that might have experienced series of security traits. Lastly, stratified sampling technique was used to draw the schools and the respondents for the study giving a total of 25 school principals and 326 teachers.

2.4 Instrument for Data Collection

Two instruments were used for data collection in the study namely; check list and questionnaire on safety and security management in public secondary schools. The instruments were validated by three experts from University of Nigeria, Nsukka. These experts validated the items in terms of clarity of language, appropriateness and adequacy of the items in measuring what they supposed to measure. The internal consistency reliability of questionnaire was determined from the responses of ten principals and twenty teachers from twenty public secondary schools in Abakaliki Education zone in Ebonyi State. The reliability coefficient of 0.86 was determined for the questionnaire using cronbach-alpha formula.

2.5 Method of Data Collection

The researcher with the aid six (6) of research assistants administered the instruments to the respondents and collected them on the spot.

2.6 Method of Data Analysis

Research question 1 & 2 were answered using frequency and percentage while mean and standard deviation were used to answer the research questions 3.

3. RESULTS

3.1 Research Question I

What are the security devices that are available for improving security situations in public secondary schools in Enugu State?

Data in Table 1 showed that out of the 15 items on available devices for the management of security in public secondary schools in Enugu State only 5 items had percentage score above the benchmark of 50%.

Indicating that the security devices for improving security in public secondary schools are generally not available.

3.2 Research Question 2

What are the available emergency response plans for managing security threats in public secondary schools in Enugu State?

Data in Table 2 showed that out of the 12 items on available emergency responses plans for managing safety threats in public secondary schools in Enugu State, only 5 items had percentage score above the benchmark of 50%. This indicates that the emergency responses plan for managing safety threats in public secondary schools in Enugu State are not adequately available.

Table 1. Frequencies (F) and Percentages (%) of the respondents on available devices for the management of security in public secondary schools in Enugu State

S/N	Items	F	%	Decision
1.	Video surveillance (CCTV)	109	31	NA
2.	Access control	165	47.0	NA
3.	Central communication centre	172	49.0	NA
4.	Staff and students ID cards	254	72	A
5.	Visitors guidelines	244	69.5	A
6.	Burglar bars on the windows	203	57.8	A
7.	Iron doors	180	51.3	A
8.	A lightening system on sensitive areas	134	38.2	NA
9.	Security lightening, illuminating paths.	126	35.9	NA
10.	Secured car park.	187	53.3	A
11.	Manned control room with 24 hours operators	51	14.5	NA
12.	Metal dictators	151	43.0	NA
13.	Armed response service	120	34.2	NA
14.	Sprinkler system to control fire damage	159	45	NA
15.	Perimeter fencing of the school	247	70.4	A

Key: NA = Not available, A = Available
No. of Respondents = 315 (326 teachers and 25 school principals)

Table 2. Frequencies (F) and Percentages (%) of respondents on available emergency response plans for managing safety threats in public secondary schools in Enugu State

S/N	Items	F	%	Decision
1.	Emergency response team	108	31.1	NA
2.	Fire extinguisher	254	72	A
3.	School ambulance	53	15.1	NA
4.	Offsite evacuation	58	16.5	NA
5.	Fire blanket	79	22.5	NA
6.	Sand bucket	121	34.5	NA
7.	Communication/recorder	123	35.0	NA
8.	Emergency medical bags	150	42.7	NA
9.	Students counseling services	209	59.5	A
10.	Students Roll call	293	83.5	A
11.	Bell signals	213	60.7	A
12.	Emergency PTA meeting	224	63.8	A

Key: NA = Not available, A = Available
No. of Respondents = 315 (326 teachers and 25 school principals)

3.3 Research Question 3

What security measures should be adopted in managing school plants in public secondary schools?

Table 3 shows that the respondents (teachers and principals) agreed on the adequacy of all the 9 items on security measures that should be adopted in managing

school plants. The cluster mean of 3.12 also indicated that the respondents agreed on the suggested measures that should be adopted in managing security of school plants. From the analysis, it can be concluded that for managing safety and security of school plants, there should be measures such as having crisis response team development for emergencies, constant school site surveys, building school safety expectations into

school programs, building a network of parents and community volunteers in the school compound, having a model school safety plan, establishing security audit for checking damaged equipment, training program for the staff and improving emergency equipment in the school.

4. DISCUSSION

Results obtained from the study showed that the security devices for improving security in public secondary schools are generally not available, the emergency response plans for managing safety threats in public secondary schools in Enugu State are not adequately available and the respondents agreed on the adequacy of all the 9 items on security measures that should be adopted in managing school plants. These security devices are needed to check the level of insecurity threatening and causing danger and disaster in the learning environment. This lack of security devices may be as a result of lack of finance, lack of interest or laxity on the part of the school management or the government at large. This study is in line with the study conducted by Shannon (2006) who posited that the governing body of the schools studied was not trained in fund raising, maintaining of school buildings and grounds so that they remain safe for learners and educators.

On the issue of the emergency responses plans for managing safety threats in public secondary schools, results obtained from the study show that emergency response plans which address threat prevention, emergency preparedness, traffic and crisis intervention are not available except in few schools. The effective management of emergencies in schools require both having emergency preparedness like fire extinguishers, school ambulance which are very useful in the face of accident, offsite evacuation, fire blanket in the case of emergency fire outbreak were not found available. The reason may be because most of the schools have not encountered such disasters or emergency cases and so they saw no need to have them available in the schools. From the findings of the study none of the schools could boast of a good communication system. Emergency response team who will always be responsible for directing response actions from a designated command post in the face of emergency were not also available in the schools. The findings of this study are in line with Rugar (2010) who posited that the level of emergency preparedness, prevention, mitigation and awareness in many public schools are too poor. Lastly to ensure that there is adequate security in public secondary schools in Nigeria in the face of security threat that has engulfed the nation and Enugu state in particular and to control the dangers of unsafe learning environments particularity in most science and technology laboratories and other learning facilities in

Table 3. Mean ($\bar{X}$) and Standard Deviation (SD) of responses on safety measures that should be adopted in managing school plants

S/N	Items	X-g	SDg	X-P	SDP	S-T	SDT
1.	Having crisis response team development for emergencies	3.19	.69	3.24	.78	3.18	.67
2.	Having constant school site surveys	3.35	.56	3.37	.61	3.35	.55
3.	Building school safety expectations into school programmes	3.26	.56	3.13	.51	3.28	.58
4.	Building a network of parents and community volunteers in the school compound for easy communication.	3.15	.80	3.23	.85	3.14	.79
5.	Having a model school safety plan	3.32	.58	3.21	.54	3.34	.58
6.	Establishing security audits for checking damaged equipment and facilities that need repair.	3.22	.55	3.19	.51	3.23	.56
7.	Training programmes for educators and principals on school safety and crisis response.	3.30	.52	3.26	.51	3.31	.52
8.	Improving emergency equipment in schools.	3.10	.69	2.96	.69	3.13	.69
9.	Providing ID card scanner for checking fake ID cards.	3.05	.83	3.03	.96	3.05	.81
Cluster mean		**3.12**	**.34**				

No. of Respondents = 315 (326 teachers and 25 school principals)

the school, strict measure suggested were embraced by the respondents meaning that they could serve as welcome development to combat crime and ensure conducive learning in schools. This agreed with the findings of Ducan and Enose (2010), that the implementation of some of the emergency security measures are satisfactory as evidenced in the schools studied.

5. EDUCATIONAL IMPLICATIONS

The findings of this study have implications on improvement of security and safety in public secondary schools. The implication boarders on how to make sure that teachers and learners are protected within the school premises. The study revealed that most schools do not have emergency response plans and so are not ready to tackle any eventuality which may be

physically or emotionally inflicted. The result also implies that schools should have safety plans which are not only to protect the learners and staff from harm, but also to prevent harm from occurring. The implication is that school management should be prepared to allocate money for purchasing the relevant security prevention devices in order to respond quickly and effectively to potential crisis.

6. CONCLUSION AND RECOMMENDA-TIONS

Based on the findings of this study, the school management should take the issue of security as a matter of priority and so allocate money for the purchasing of such safety and security building equipment as video surveillance (CCTV), sprinkler system to control fire damage, metal dictators, iron doors, employ armed response services and secured car park. Also, since emergency response plans/devices for managing safety threats are virtually unavailable in the schools, school management should introduce them as a matter of urgency. Lastly, school management should provide clear and appropriate measures for managing the safety and security of school plants; this can be achieved through seminars and workshops for school principals and teachers in secondary schools and provision of intervention funds by the government to school management.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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